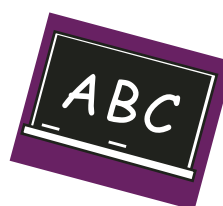


# Functional Independence



## Accessing Print

*Item Descriptor  
Samples*

**Grades 6-8**

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## Accessing Print

This booklet contains sample Functional Independence Accessing Print items from previous test administrations. The information contained in this booklet may be used by schools, teachers, and parents as a resource for understanding the content and format of the assessment items. This document is not secure and may be copied and distributed as needed.

Each sample item contained in this booklet is preceded by the Extended Grade Level Content Expectation (EGLCE) code and a brief description of what the item measures. This EGLCE code and abbreviated descriptor is provided as a reference for educators, and does not appear in the student test booklet. The complete set of Michigan's Extended Grade Level Content Expectations and Extended Benchmarks is located at [www.michigan.gov/mi-access](http://www.michigan.gov/mi-access).

Since the grades 3-8 assessments are administered during the fall of the school year, only content from the previous grade level is measured on the assessment. For example, items eligible for the Grade 4 assessment will measure Grade 3 EGLCEs.

The table below lists the number of core items administered on the Functional Independence Accessing Print Assessments.

### Functional Independence – Accessing Print Grades 3-8, and 11

Assessment Component	Number of Core Items
Part 1 Accessing Print - Word Recognition	20
Part 2 Accessing Print - Text Comprehension	3 passages/ 7 items each

The Word Recognition portion of the assessment assesses high-frequency sight words and high-utility functional vocabulary that are relevant to the Functional Independence student population. Assessed words are (1) highly familiar to students, (2) appear frequently in print in students' daily environments, and (3) measure important vocabulary.

At grades 4-8 and 11, students are asked to select a word that correctly completes a sentence. This task assesses a student's understanding of the role that word meaning (semantics) and word order (syntax) play in sentence construction. All students – regardless of grade – have three words, or answer choices, from which to choose. Students may have the stem (question) read aloud for them, but not the answer choices.

In the Text Comprehension portion of the assessment, students read or listen to three types of passages: narrative, informational, and functional. Narrative passages are fictional stories, Informational passages present factual information, and Functional passages present information in real-life context or format. Each passage is followed by 7 multiple choice questions.

All passages consist of content and vocabulary that are appropriate for the students being assessed. Students may have any or all of the passages and/or items read aloud to them.



## PART 1

### ACCESSING PRINT – WORD RECOGNITION

**DIRECTIONS:** Read each sentence. Then, choose the word that belongs in the sentence.

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**1** After dinner, Joe clears the dishes from the table. Then, his brother \_\_\_\_\_ the dishes.

**A** wakes

**B** waits

**C** washes 

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**2** Amanda was watching a tv show about Australia. It showed animals like \_\_\_\_\_ and koala bears.

**A** kangaroos 

**B** kitchens

**C** knights

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**3** Kathy puts her dirty \_\_\_\_\_ in a basket. Then, she takes it to the laundry room.

**A** clothes 

**B** clouds

**C** classes

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**4** Walter had cookie crumbs all over his face. He had to \_\_\_\_\_ his face clean.

**A** wrap

**B** wipe 

**C** weigh

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**5** Billy and Cindy help clean the house. They have several \_\_\_\_\_ to do.

**A** chains

**B** chores 

**C** chairs

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**6** It had been three years since George had last seen his cousin. He was worried that he wouldn't \_\_\_\_\_ him.

**A** reorder

**B** recognize 

**C** recover

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**7** Derek would not share any of his games. His mother said he was being very \_\_\_\_\_.

**A** sleepy

**B** secret

**C** selfish 

<b>R.WS.05.FI.EG03</b>	Recognize frequently encountered words
<b>R.WS.06.FI.EG03</b>	
<b>R.WS.07.FI.EG03</b>	

**8** Ali didn't want the apple in her lunch. She wanted to \_\_\_\_\_ it for her friend's orange.

**A** trail

**B** trap

**C** trade 



## PART 2

### ACCESSING PRINT – TEXT COMPREHENSION

**DIRECTIONS:** Read the passage. Then, answer the questions that follow. Choose the **BEST** answer for each question.

**Functional Passage****Let's Play Volleyball!**

Today is September 15. Mrs. Smith reminds the class that there are only a few more days to sign up for Washington Middle School's volleyball club. Later that morning, Lewis and Ruby are walking to their next class together and see this flyer posted outside the school office.

**SIGN UP FOR THE  
WASHINGTON MIDDLE SCHOOL VOLLEYBALL CLUB!**

Playing volleyball is a great way to stay in shape and to make new friends. There are no try-outs for the club. Everyone who wants to play will be able to join.

**SIGNING UP:** Students can join the volleyball club the week of September 14–18. Students can sign up in the gym after school between 3:00 and 3:30 P.M.



**PERMISSION SLIPS:** Permission slips are available in the school office. They are due to Coach Foley by September 18. Students must have a signed permission slip from a parent or guardian.


**PLAYING TIMES:** The volleyball club will meet on Tuesdays and Thursdays. The first club meeting will be September 22. Club members will play volleyball from 4:00–6:00 P.M.

Don't forget to bring sweatpants, a t-shirt, and gym shoes to each meeting. Students can use the locker rooms to change.

Lewis and Ruby think the volleyball club sounds like fun. They pick up permission slips from the school office and then go to their next class.


<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**9** What is this passage **mostly** about?

- A** going to a volleyball game
- B** signing up for a club 
- C** meeting new friends at school


<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**10** Where do Ruby and Lewis see the sign?

- A** outside the school office 
- B** in Mrs. Smith's classroom
- C** in Washington Middle School's gym


<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**11** When can students sign up for the volleyball club?

- A** only on September 18
- B** September 14-18 
- C** September 22


<b>R.CM.05.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.06.FI.EG01</b>	
<b>R.CM.07.FI.EG01</b>	

**12** When will the volleyball club play?

- A** before school
- B** during school
- C** after school 


<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**13** When are the permission slips due?

- A** September 18 
- B** September 15
- C** September 22

<b>R.CM.05.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.06.FI.EG01</b>	
<b>R.CM.07.FI.EG01</b>	

**14** In this passage, Coach Foley is **probably**

- A** a student in Mrs. Smith's class.
- B** the principal of the school.
- C** the person in charge of the club. 

<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**15** What will students need to bring to each volleyball club meeting?

- A** a pair of gym shoes 🖱
- B** a volleyball
- C** a permission slip

**Informational Passage****Stretch for Good Health**

Coach Clark teaches at Johnson Middle School. He put up this poster in the school gym. He hopes all the students in the school will read it.

**To All Students**

Many of you like to play sports and exercise. Those activities can help you stay healthy, but you need to stretch, too.

**Stretching Before You Exercise**

Stretching helps your body get ready for exercise. Stretching before you exercise is called "warming up." If you do it the right way, stretching might keep you from getting hurt.

**Stretching After You Exercise**

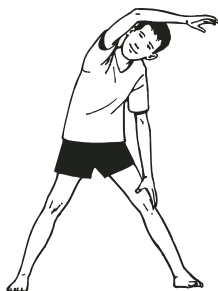
You should also stretch when you finish exercising. This is called "cooling down." Have you ever been sore after you exercise? Cooling down can help keep this from happening.

**Steps for Stretching**

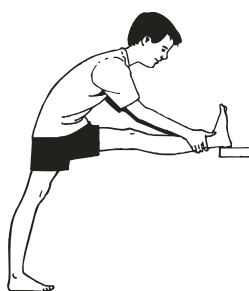
The way you stretch your body is important. Do these stretches in the order shown below:

**1.**

Stretch  
your back.

**2.**

Stretch  
the sides  
of your body.

**3.**

Stretch  
your legs.

**4.**


Stretch  
your arms.

**Be Careful!**

Stop right away if you feel pain. You should never feel pain when you stretch. Remember, a good stretch never hurts!


<b>R.IT.05.FI.EG03</b>	Identify the author's purpose - informational
<b>R.IT.06.FI.EG03</b>	
<b>R.IT.07.FI.EG03</b>	

**16** The coach **probably** made this poster to

- A** tell people about the importance of stretching. 
- B** teach people how to play sports.
- C** warn people about the danger of stretching.


<b>R.IT.05.FI.EG02</b>	Identify informational text patterns
<b>R.IT.06.FI.EG02</b>	
<b>R.IT.07.FI.EG02</b>	

**17** What heading do you look under to learn about ways to stretch?

- A** **Stretching Before You Exercise**
- B** **Stretching After You Exercise**
- C** **Steps for Stretching** 

<b>R.WS.05.FI.EG07</b>	Use context clues
<b>R.WS.06.FI.EG07</b>	
<b>R.WS.07.FI.EG07</b>	

**18** In this poster, what does "warming up" mean?

- A** playing different sports
- B** stretching before exercise 
- C** being sure not to get sore

<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**19** The pictures in this poster show you how to stretch your back, legs, arms, and

**A** sides. 

**B** head.

**C** feet.

<b>R.WS.05.FI.EG07</b>	Use context clues
<b>R.WS.06.FI.EG07</b>	
<b>R.WS.07.FI.EG07</b>	

**20** What does this poster mean by “cooling down”?

**A** stretching before playing sports

**B** stretching after exercise 

**C** being careful when stretching

<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**21** According to this poster, what should you do when you feel pain?

**A** stretch your back


**B** try warming up

**C** stop stretching 



<b>R.CM.05.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.06.FI.EG01</b>	
<b>R.CM.07.FI.EG01</b>	

**22** Coach Clark would **probably** say you should stretch before you

- A** study for a test.
- B** lift weights. 
- C** play checkers.

**Narrative Passage****Best Friends**

Amy and Kelly were best friends. Since they went to different schools, they only saw each other on Saturdays. Every Friday evening, Amy and Kelly talked on the phone. They planned what they would do together the next day.

When Amy called Kelly this Friday, Kelly wasn't home. Amy thought it was strange, but she didn't think much of it.

When Amy called her friend the next morning, Kelly's mother answered the telephone.

"I'm sorry, Amy, but Kelly is not home yet," said Kelly's mother. "She spent the night at Kim's house last night. She should be back later this afternoon."

Amy felt her eyes fill with tears. She wondered if Kelly did not want to be her friend anymore. Amy didn't know what to think, and she felt crushed.

"Amy, what's the matter?" asked Amy's father.

"Oh, Dad. I feel terrible," Amy replied. "I don't think Kelly wants to be my friend anymore. She's spending time with another friend today instead of me."

"Amy, I know you and Kelly are best friends, but it's okay to have other friends, too," Amy's father said.

"I guess you're right. I do have other friends at school. But Kelly is my best friend, and I don't ever want that to change," replied Amy.

"I'm sure Kelly feels the same way," her father said.

Later that day, Kelly called Amy.

"Amy, I'm sorry I forgot to tell you I was staying the night at Kim's house. I hope I didn't hurt your feelings," said Kelly.

"Well, I did get a little worried that maybe you had a new best friend," Amy confessed.

"No way, Amy! You'll always be my best friend," said Kelly.

"And so will you," Amy replied. "Do you want to go roller skating this afternoon?"

"That sounds like fun," said Kelly.

"You can invite Kim, too. I'd like to meet her," Amy said.

"That's a great idea! I'll see you later," said Kelly.

Amy hung up the phone. She felt much better.

<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**23** What is the story **mostly** about?

- A** a girl who wants to go roller skating with a new friend
- B** a girl who is afraid she's lost her best friend 📌
- C** a girl who spends the night at her friend's house

<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**24** According to this story, when do Amy and Kelly always see each other?

- A** on Fridays
- B** on Sundays
- C** on Saturdays 📌


<b>R.WS.05.FI.EG07</b>	Use context clues
<b>R.WS.06.FI.EG07</b>	
<b>R.WS.07.FI.EG07</b>	

**25** What does the word crushed mean in this story?

- A** had hurt feelings 📌
- B** had fun skating
- C** had new friends


<b>R.CM.05.FI.EG02</b>	Identify main ideas and details
<b>R.CM.06.FI.EG02</b>	
<b>R.CM.07.FI.EG02</b>	

**26** How does Amy’s father make her feel better?

- A** He tells Amy that Kelly prefers to hang out on Sundays.
- B** He tells Amy that she should call Kim to go to the mall.
- C** He tells Amy that it is okay to have other friends. 


<b>R.CM.05.FI.EG01</b>	Make inferences, predictions, and conclusions
<b>R.CM.06.FI.EG01</b>	
<b>R.CM.07.FI.EG01</b>	

**27** How did Amy **probably** feel when Kelly called her?

- A** upset that Kelly only wanted to be friends with Kim
- B** relieved that Kelly was still her best friend 
- C** happy that Kelly had a good time with Kim


<b>R.NT.05.FI.EG03</b>	Identify story elements
<b>R.NT.06.FI.EG03</b>	
<b>R.NT.07.FI.EG03</b>	

**28** At the **end** of this story, how does Amy show that she wants to be friends with Kim?

- A** She tells Kelly to invite Kim to go roller skating. 
- B** She calls Kim and asks her to stay the night.
- C** She asks Kim to be her new best friend.

<b>R.NT.05.FI.EG03</b>	Identify story elements
<b>R.NT.06.FI.EG03</b>	
<b>R.NT.07.FI.EG03</b>	

**29** What is the message of this story?

- A** It is hard to make new friends at school.
- B** It is okay for best friends to have other friends, too. 
- C** It is important to call your friends on Fridays.





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